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ABSTRACT

This booklet describes training offered by the Eastern Stream Center on Resources and Training (ESCORT) to educators working with migrant children. ESCORT publishes migrant education materials to assist educators and migrant families in meeting the educational needs of migrant students in the eastern stream states. The booklet includes the following topics: (1) student dropout prevention; (2) early childhood education; (3) English as a second language and bilingual education; (4) health related issues; (5) identification and recruitment of migrant students; (6) intrastate and interstate coordination; (7) mathematics; (8) multicultural issues; (9) parent involvement; and (10) whole-language literacy and process writing. The rationale and objectives of the training are discussed for each topic. Sample workshop titles are also listed for each topic. (LP)

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Training and Coordination Topics

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DROPOUT PREVENTION

With the nationwide migrant dropout rate hovering close to fifty (50) percent, the Center will continue to invest time in presenting to the eastern stream states exemplary techniques and strategies to promote dropout prevention.

Definitions, causes, predictors, and several preventive measures and models which appear to deter migrant students from dropping out of school will form the basis for presentations. Additionally, intervention strategies, counseling, early identification, alternative schools, tutoring, and interstate support systems are other responses that will be explored. Participants will become familiar with and learn how to use a model which provides a sequential series of analytical and prescriptive considerations in the area of dropout prevention.

Furthermore, the Center will provide presentations from experts on needs assessment procedures to assist states and school districts in identification of "at-risk" children. The Center will conduct presentations and share information on well researched and respected studies such as Migrant Education Secondary Assistance (MESA), Migrant Attrition Project, and Grade Retention and Placement Evaluation (GRAPE) that offer statistics on migrant dropout rates and intra/interstate strategies for reducing the rates. The Center will work with the National Secondary Credit Exchange Project.

The sharing and dissemination of this information and materials across state and district lines allows adolescent outreach counselors, administrators, social workers, teachers, and parents to be up to date on what works best with migrant teens and allows for a more coordinated and balanced effort in addressing this crucial issue.

On the intrastate level, the Center will present workshops for regional outreach counselors attempting to set up a statewide or district level Dropout Prevention Program.

On the interstate level, the Center will continue to work with the states of Florida and Texas and their receiving states within the eastern stream on dropout prevention strategies for those adolescents moving primarily to and from these homebase states.

SAMPLE ACTIVITY TITLES

- COORDINATING INTERSTATE SECONDARY SERVICES FOR MIGRANT YOUTH
- INTERSTATE MENTORING MODELS
- MODELS OF DROPOUT PREVENTION AND RETRIEVAL FOR AT-RISK MIGRANT YOUTH
- PASS & MINI-PASS: HELPING MIGRANT KIDS GRADUATE
- COORDINATING OUTREACH FOR SECONDARY MIGRANT YOUTH

EARLY CHILDHOOD

Early childhood education is dropout prevention. The early years of child's life provide many opportunities to build a strong foundation for success in the child's educational future. Since the majority of retentions for migrant students occur in kindergarten and first grade, it is imperative that programs are implemented which prepare children to meet the expectations of the teacher and the school system.

With the expansion of the age level requirements for states to now provide service to three and four year olds, the Center will continue to fulfill requests for training in early childhood education. States will be encouraged to understand the needs of this age group and the impact of early childhood services. Consultations and workshops will include development of an SED plan for preschool services, techniques and activities for the classroom, and child development theory.

There will continue to be a need for joint efforts to assist programs with organization, training, and evaluation of preschool programs and staff. The Center will communicate and coordinate with Migrant Head Start and other migrant early childhood programs to address pressing issues in migrant early childhood education including:

* program funding;
* appropriate service delivery models;
* curriculum development;
* teacher training;
* program and student needs assessment and evaluation;
* parent involvement;
* full utilization of the MSRTS; and
* existing innovative programs.

This type of interstate and interagency coordination effort will ensure quality, comprehensive, and uniform early childhood education for migrant children.

SAMPLE ACTIVITY TITLES

- COMMON THEMATIC APPROACHES FOR SHARED PRESCHOOL STUDENTS
- EASTERN STREAM MODELS OF HOME PRESCHOOL PROGRAMS
- ENHANCING COORDINATION OF THE SUMMER PROGRAM ACADEMIC RESOURCE COORDINATION CENTER (SPARCC) PACKETS
- FOLLOW-UP TO WHOLE LANGUAGE IN THE PRESCHOOL CLASSROOM
- HANDS ON ACTIVITIES APPROPRIATE FOR K AND PRE-K INTERSTATE MIGRANT STUDENTS

ESL/BILINGUAL

Because English is not their native or primary language, significant numbers of migrant workers and their children do not speak the language well or at all. Since becoming fluent in English is a broad goal of our educational systems, bilingual education is of major importance and concern for migrant educators.

Several essential and integrated components and principles that the Center will share, discuss and explore at the inter/intrastate level are the following: 1) learning a language means doing the things you want to do with people who speak that language; 2) a person's second language, like the first, develops globally, not linearly; 3) language develops best in a variety of rich contexts; and 4) literacy is part of language, so writing and reading develop in conjunction with speaking and listening.

In this vein, the Center will conduct presentations to assist clients in understanding and promoting successful bilingual programs including English as a Second Language (ESL), Reading in the Native Language, and Content Area Skills Instruction. Presentations will cover one or several of the following general areas:

Networking

* How to build a professional network by exploring the state, county, and local city and town for people and resources that will work to coordinate and support bilingual education.

* Exploring both language minority and school communities for people and resources that can provide a network of support for migrant students and their families.

* Learning to become advocates for the needs of migrant language minority students.

Classroom and Curriculum

* How to make multi-culturalism a "way of life" in the classroom by building multi-cultural classroom communities.

* Learning to integrate students' previous language and cultural experience into all aspects of the curriculum.

* Teaching of ESL theory, strategies and skills to monolingual teachers working with limited English speaking students.

* Planning activities with mainstream classrooms or schools that positively highlight cultural diversity and create interaction among the diverse groups.

* Developing assessment/evaluation tools that reflect the diversity and cultural backgrounds of migrant students.

Community

* Planning multi-cultural activities that involve the community that surround the school.

* Learning how to share information about language minority students with others in the school and community.

The Center intends to share and disseminate information on exceptional research and programs designed to encourage bilingual education and address issues related to English as a Second Language.

SAMPLE ACTIVITY TITLES

- HELP! THEY DON'T SPEAK ENGLISH: STARTER KITS FOR MIGRANT EDUCATORS
- HOME LANGUAGE INSTRUCTIONAL STRATEGIES FOR MULTI-AGENCY SUMMER STAFF SHARING CURRENTLY MIGRATORY STUDENTS
- MONOLINGUAL TEACHERS WORKING WITH LEP STUDENTS
- SHARING THE PENNSYLVANIA MODEL OF BILINGUAL EDUCATION IN NEW YORK

HEALTH RELATED ISSUES

The health of migrant farmworker families is considered to be among the poorest of any group in the United States. Migrant children often suffer a host of health problems related to low and irregular family income, poor housing, inadequate nutrition, and a lack of continuity of health care. Migrant parents and educators must be made aware of the crucial role health plays in a child's school success. In response, the Center has been called upon to address health-related issues such as AIDS education, child abuse, and delivery of health services.

Consultations with migrant educators have brought to light several areas of interstate concern that need to be resolved. Major issues include:

* The understanding by parents of the necessity of immunizations, provision of that information to schools at the time of enrollment, and the use of MSRTS as a source of verification.

* Information for families about Medicaid regulations, the variations from state to state, and the basic information needed for an application.

* Location of migrant health clinics and methods for information dissemination.

The Center proposes that these issues be dealt with by facilitating multi-state and multi-agency meetings with migrant health organizations and other appropriate federal agencies. An additional goal will be to ascertain the level of existing services and funding and to disseminate such information to migrant programs.

SAMPLE ACTIVITY TITLES

- HOW TO TALK TO YOUR CHILDREN ABOUT AIDS
- IT SHOULDN'T HURT TO BE A CHILD
- SHARING THE MASSACHUSETTS MODEL OF SCREENING AND IMPROVING MIGRANT STUDENT HEALTH

IDENTIFICATION AND RECRUITMENT

Identification and recruitment is the first step in the effort to serve migrant students. Knowledge and implementation of solid identification and recruitment strategies assists states in locating migrant students and receiving funds to serve them. Without identification and recruitment, assisting migrant families and their children would be impossible.

Therefore, the Center will direct itself to promoting the following successful identification and recruitment efforts:

* Training in exemplary models, such as the National Identification and Recruitment Project. The Center has a specialist already trained in the national model.

* Helping states develop and implement plans regarding departure information. Better transferral of information will give receiving states a head start knowing where migrants may eventually live and work.

* Proper training of recruiters including familiarization with statutes and regulations, interviewing techniques, and filing proper documentation.

* Training for the survey of agricultural industries to determine eligible qualifying work.

* Learning how to better identify the current population as it moves between a variety of service systems.

* Dissemination of identification and recruitment materials.

* Establishing linkages with other agencies and programs involved in promoting identification and recruitment including the Eastern Stream Advanced Notification System (ESANS).

* The need for continued and improved inter and intrastate coordination. The better states and districts work together, the more information will be available to assist identification and recruitment efforts.

* Sponsorship and facilitation of multi-state and national problem solving work sessions to analyze demographic information, missed enrollments, and other identification and recruitment issues.

Because of the special circumstances surrounding the migrant lifestyle, migrant education is the only branch of education that is required to identify and recruit its service population. The Center, therefore, can be a pivotal force in the area of Identification and Recruitment by assessing coordination needs, identifying appropriate consultants for training, and providing the forum in which sharing between recruiters and administrators can take place.

SAMPLE ACTIVITY TITLES

(for Identification and Recruitment)

- EFFECTIVE INTERSTATE RECRUITING
- HEP RECRUITING TECHNIQUES
- MODELS FOR INVOLVEMENT OF MIGRANT TEACHERS IN THE RECRUITMENT PROCESS
- SHARING MIDWEST RECRUITING STRATEGIES WITH EASTERN STREAM RECRUITERS
- SHARING MULTI-STATE URBAN RECRUITMENT TECHNIQUES

INTRASTATE/INTERSTATE COORDINATION

Since migrant children move frequently, inter and intrastate coordination will assist them by improving the continuity of support and educational services. Inter and intrastate coordination is one of the important tools in the migrant education effort and the Center intends to promote these efforts as its major activity.

As examples, the following are just a few of the questions inter and intrastate coordination endeavors to answer and solve. For a student who may attend two, three, or more schools in one year, what grade placement should he/she have in the new school? What math textbook? What courses? Will the new school receive adequate and timely information on the student from the previous school? Will credits the student receives be accepted upon return to his/her homebase school?

On one level, the Center will present general overviews to clients on inter/intrastate coordination. These, for the most part, will be one to two hour presentations designed to create awareness of inter/intrastate coordination issues including definitions, historical perspective, problems migrants face as they move, and general logistical problems that states, locales, and schools have when attempting to provide continuity of educational and support services.

On another level, the Center will host, facilitate, and conduct inter/intrastate work sessions. These will be "roll up the sleeves" meetings designed to come up with working solutions to actual inter/intrastate coordination problems.

On the intrastate level, work sessions will include, but not be limited to:

* census and identification issues;
* updating MSRTS;
* transfer of academic records;
* orientation issues for parents, teachers, and counselors concerning a student's entry into a new school;
* identification of credit deficient students;
* helping a state identify students at-risk for retention or dropping out;
* developing summer academic programs;
* pre-service orientation for migrant teachers;
* promotion of congruence activities which align classroom curriculum with district and state curriculum;
* development of college internship/volunteer programs for migrant students; and

Examples of expected issues to be addressed at the interstate level include, but are not limited to the following:

1) Interstate coordination of educational services between homebase states and their receiving states.

   * improving the transfer of information on homebased students to their receiving states;

   * improving the transfer of information from receiving states upon return of students to homebase states;

   * increasing understanding and utilization of MSRTS;

   * distributing and disseminating information on homebase graduation and curriculum guidelines to receiving states;

   * increasing awareness and knowledge of University of Texas (UT) Migrant Student Program, Portable Assisted Study Sequence (PASS), and MINI-PASS materials;

   * providing consultants from homebase states to receiving states regarding homebase state education policies, procedures, demographics, programming, and needs;

   * improving student credit acceptance;

   * dissemination of homebased minimum performance standards to receiving states; and

   * promotion of congruence activities which correlate and match curriculums of sending and receiving states.

2) Evaluation and Monitoring Systems.

   * sharing of exemplary evaluation and monitoring systems; and

   * development of an "eclectic" evaluation model.

3) Adolescent Programming.

   * sharing exemplary adolescent programs;

   * early identification of at-risk students;

   * dropout prevention models and strategies;

   * set up outreach and campus based programs; and

   * student support services.

4) Issues Involving Stopover States.

* better communication and transfer of information from stop over states to receiving states;

* timely input of information into MSRTS; and

* innovative curricular programming for limited time stopovers.

ESCORT is well poised to promote inter/intrastate coordination. By continually working at maintaining good relationships within the eastern stream while learning more about each state's demographics and service delivery systems, the Center will be able to target coordination needs and solutions. Moreover, the Center will serve as a leading force for states to come and work together to resolve issues that have plagued migrant education for years.

SAMPLE ACTIVITY TITLES

- DISTRICT VISITATIONS REGARDING INTERSTATE COMMUNICATION PROCEDURES FOR IMPACTED FLORIDA DISTRICTS
- FLORIDA/TEXAS/MICHIGAN INTERSTATE AND INTERSTREAM COORDINATION PLANNING MEETINGS
- MULTI-STATE WORKSHOP FOR COORDINATED SERVICES & INSTRUCTION FOR PUERTO RICAN INTERSTATE STUDENTS
- WHAT TEXAS HOMEBASED PARENTS NEED TO KNOW TO GET TEXAS CREDIT FROM FLORIDA SCHOOLS
- STRATEGIES FOR IMPROVED SERVICE TO ADOLESCENTS IN MIGRANT SUMMER SCHOOLS (INCLUDING INTERSTATE RECORDS RECEIVING AND TRANSMISSION)

MATHEMATICS

There is national "across the board" recognition that students are in need of the critical thinking and problem-solving skills which are easily taught in conjunction with math. To survive in today's complicated world, memorization is no longer sufficient.

Critical thinking and problem solving skills involve breaking problems down into manageable steps. It teaches how to link prior knowledge to new information to address the problem at hand. Predictions and reasonable estimations are encouraged. Checking skills are taught. Learning how to defend and explain conclusions are the final steps in the process.

For migrant students, critical thinking and problem solving skills can go a long way toward helping them deal with the difficulties inherent in the migrant lifestyle. In addition, research has proven that children on different math levels are capable of understanding and using higher order thinking skills. These skills usually enhance self esteem, ease anxiety, and boost confidence in dealing with more routine and rote mathematics skills.

On the intrastate level, the Center will continue to update participants on current issues and innovations in math education. Included among the strategies will be those designed to strengthen performance on standardized math tests including the Scholastic Aptitude Test (SAT). Specific attention will be directed toward preparation for higher math in the early grades and new techniques for presenting math concepts in a "learnable" way.

On the interstate coordination level, the Center intends to further the development of a system to transfer data on math skills (both mastered and under study) for currently summer migratory students. One method of achieving this will be to assist in the coordination of school instruction, provided by receiving states, with the homebase state requirements. Florida Skills, Texas Assessment of Advance Skills (TAAS), PASS and MINI-PASS projects from sending states are some of the state systems which will be used. The ultimate goal will be to efficiently share data so that students receive instruction as needed in specific subjects, and, consequently, will receive full and timely credit toward graduation.

SAMPLE ACTIVITY DESCRIPTIONS

- HANDS ON MATH ACTIVITIES FOR ELEMENTARY STUDENTS
- TEACHING HIGHER LEVEL THINKING SKILLS IN THE MIGRANT SUMMER PROGRAM
- TEXAS STRATEGIES FOR TEACHING MATH TO MIGRANTS
- FAMILY MATH
- MATH MAKE AND TAKE

MULTICULTURAL ISSUES

Migrant families reflect many cultures. Since most migrant families move to and between mainly Anglo rural areas, Center presentations on multicultural issues help receiving schools and communities become more aware of the various cultural heritages which guide the lifestyles of migrant families.

Multicultural understanding will be enhanced through exploration of issues and teaching of strategies and techniques for 1) developing cultural awareness and cross cultural understanding including definitions of ethnocentrism and stereotyping; 2) defining those aspects of the various migrant backgrounds and cultures (Asian, Hispanic, Mexican-American, Puerto Rican, etc.) and areas (fishing, farming, dairy, logging, etc.) that are different from the anglo culture; 3) using counseling strategies with migrant students; 4) helping the migrant student to overcome school and cultural shock by building a survival kit and establishing a school network; and 5) implementing multicultural curriculum including ESL theory, strategies, and skills for English limited students.

For the migrant family, multicultural understanding involves learning more about the anglo culture and the school and community where they live. This includes presentations on parent involvement and empowerment that teach participants how to properly utilize community and educational services. Parents, as an example, learn how to become involved in their children's education and learn how to advocate for their children in school.

As mentioned, migrants move on the inter and intrastate level. Therefore, it's the goal of the Center to foster multicultural education within the states and across state lines. Informed, intelligent, and rational understandings of the various cultures and areas migrants come from will hopefully improve the treatment and the services they receive.

SAMPLE ACTIVITY TITLES

- CREATING MULTICULTURAL ACTIVITIES FOR MIGRANT SUMMER SCHOOL CLASSROOMS SERVING MULTI-ETHNIC POPULATIONS
- DETECTING CULTURAL BIAS IN CHILDREN'S LITERATURE
- DEVELOPING MULTICULTURAL AWARENESS AND RECOGNIZING ITS IMPLICATIONS FOR TEACHERS OF INTERSTATE MIGRANT YOUTH
- MEXICAN-AMERICAN CULTURE, TEXAS SCHOOLS AND MIGRANT FAMILIES
- SHARING MULTICULTURAL APPROACHES BETWEEN FLORIDA AND VIRGINIA TO BETTER SERVE FLORIDA/VIRGINIA INTERSTATE HEADSTART STUDENTS

PARENT INVOLVEMENT

Research has demonstrated that parent involvement is a major factor in determining the degree of school success for children. Generally, children whose parents are involved in their education have better attitudes toward school, achieve better grades, and have improved self concepts. Parents also gain from their involvement. They generally feel better about themselves, know more about the culture/curriculum of the school, and are better able to advocate for their child/children.

Mobility in migrant families makes the case for parent involvement even more crucial. Frequent moves during the school year require parents to understand what records need to be transferred, methods to ensure credit accrual for graduation, how to help their child/children adjust to ever changing school environments, and what rights they and their child/children have to basic education and special services.

The Elementary and Secondary Education Act clearly demonstrates the government's commitment to the involvement of parents in their children's education. This legislation calls for all migrant programs to ensure:

* creation of PACs for all projects receiving funds, except those with only summer programs;

* meaningful consultation with parents regarding program design and implementation;

* opportunities for parent training to build children's learning in the home and school.

* establishment of goals to:

    1) inform parents about the program and its objectives;

    2) train teachers to work with parents;

    3) consult with parents on an on-going basis;

    4) provide a "comprehensive" range of opportunities for parental participation; and

    5) ensure the participation of parents whose native language is not English.

* communication on many levels through written policies, annual meetings, children's progress reports, regular meetings, and activities; and

* coordination of parental involvement activities with programs under the Adult Education Act.

The Center will provide assistance in developing state and local parent involvement program policies, procedures, and materials. Presentations and multi-state forums will be devoted to the sharing of exemplary parent involvement strategies including how to develop strong relationships between parents and schools. Parent workshops will increasingly be geared towards interstate coordination and what parents can do to help their children succeed in school as they move. There will also be an emphasis on interstate parent advisory council meetings such as those held in the past between New Jersey and Pennsylvania. Furthermore, assistance will be provided to the National Parent Involvement Committee as directed by the president of the National Association of State Directors in Migrant Education.

SAMPLE ACTIVITY TITLES

- EXEMPLARY MODELS FOR PARENT INVOLVEMENT/PARENT EDUCATION PROGRAMS
- PARENTS AS MIGRANT PROGRAM ADVOCATES
- SHARING SUCCESSFUL TEXAS METHODS OF HELPING PARENTS KEEP THEIR CHILDREN IN SCHOOL
- SUCCESSFUL INTERSTATE PARENT INVOLVEMENT STRATEGIES
- INTERSTATE PARENT ADVISORY COUNCIL MEETINGS AND WORK SESSIONS
- PARENTS AS TEACHING PARTNERS

WHOLE LANGUAGE LITERACY/PROCESS WRITING

Whole Language Literacy teaches that children learn to read and write much like they learn to talk regardless of language differences. Therefore, ESL and non-ESL students are immersed in meaning-centered reading, writing, listening and speaking experiences across the K-12 curriculum. The approach is significantly different from the traditional skills-oriented approach which often fragments learning through isolated drills.

Process writing, as the name implies, focuses upon more than just the product of writing, but upon the writing process itself. It is an integral and essential part of the whole language experience. Writing is viewed as an ongoing literacy experience stemming from the preschooler's scribbles to the writer's published piece available for others to read.

All students are viewed as writers and are given time to write for a variety of purposes and audiences. They rehearse, draft, revise, edit and often publish their writing. Sharing and responding to each other's writing are valued experiences. Writing and reading connections are clearly demonstrated across the K-12 curriculum.

There are several important factors behind the success of whole language/process writing with migrant children:

* It enhances the self-esteem of the learner.

  Children learn in a "safe" and supportive environment where freedom to take risks with language is encouraged. They see themselves as "doers" in the learning process.

* It is effective with highly mobile children.

  Regardless of geographic location, continuity of instruction and learning is preserved when using children's natural language in meaningful context. It links home and school with worthwhile learning experiences.

* It is successful with children whose primary language is other than English.

  Non-English speaking children interact with print the same way as English speaking children. Whole Language allows children to experiment with language and explore print while taking risks in learning to read and write.

* Reluctant readers and writers experience success and growth in literacy skills.

  Children with reading and writing problems read and write more frequently and effectively when immersed in meaningful literacy experiences. They usually score as high or higher on standardized reading tests when compared with those in traditional programs.

* It is congruent with other language arts and content area curriculum.

  Instructional objectives are readily applied to real reading and real writing strategies across the curriculum.

Since many eastern stream states, districts, and summer programs have expressed interest in whole language/process writing and evaluation, the Center will continue to promote the following:

* Coordination and provision of interstate sharing sessions to assist teachers/administrators in understanding the various reading/writing practices of their summer and in-school program. Such topics as objectives, approaches, pupil reporting, and evaluation will be addressed.

* Coordination and provision of whole language awareness sessions to inform migrant educators of the philosophy, theory, and research that supports whole language literacy. Discussion of the value of whole language in providing continuity of instruction and learning for children moving from one school to another and/or from one state to another state.

* Assistance to SEAs and LEAs in planning and developing whole language literacy programs. Will focus upon the need of incoming students and the appropriate follow-up when they return to their home state.

* Provision of current literature to inform SEAs and LEAs of relevant information on whole language philosophy, teaching strategies, pupil assessment and program evaluation.

As a result of past dissemination efforts by the Center, several states have coordinated and implemented state-wide whole language curriculum for their summer migrant programs. With migrant students benefitting from the whole language approach, the Center will continue to promote more interstate exchanges of whole language knowledge and curriculum.

SAMPLE ACTIVITY TITLES

- INTRODUCTION TO WHOLE LANGUAGE THEORY AND STRATEGIES FOR MIGRANT EDUCATORS
- COORDINATED WHOLE LANGUAGE ACTIVITIES FOR INTERSTATE CHILDREN
- IMPROVING READING IN THE MIGRANT SUMMER PROGRAM THROUGH WHOLE LANGUAGE: AN INTRODUCTION
- INTEGRATING WHOLE LANGUAGE INTO THE SUMMER CURRICULUM
- PORTFOLIOS AS A WHOLE LANGUAGE ASSESSMENT TOOL FOR MIGRANT PROGRAMS